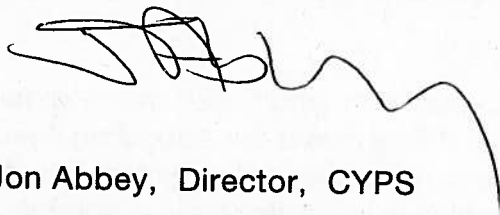


Report for: Corporate Parent Advisory Committee: 5 October 2015

Item number:

Title: **Update on PEP Performance September 2014-July 2015**



Report authorised by : Jon Abbey, Director, CYPS

Lead Officer: Fiona Smith, Head of Virtual School
Fiona.smith@haringey.gov.uk 020 8489 3163

Ward(s) affected: NA

Report for Key/
Non Key Decision: Non Key

1. Introduction
 - 1.1 This report addresses Haringey's Performance on Personal Education Plans (PEPs) for Looked After Children (LAC) Sept 2014-July 2015 with additional commentary on care plan and pathway plan performance.
 - 1.2 Section 2 provides background information on the legislative framework for Personal Education Plans.
 - 1.3 Section 3 provides detail on the Council's performance and highlights areas for improvement.
 - 1.4 Section 4 highlights actions for continued improvement and focus.
- 2 Background information
 - 2.1 The Children Act 1989 ("the 1989 Act") (as amended by the Children Act 2004 ("the 2004 Act")) places a duty on local authorities to promote the educational achievement of looked after children ("the duty"). Local authorities as their 'Corporate Parents' should therefore demonstrate the strongest commitment to helping every child they look after, wherever the child is placed, to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education. Though some do well, the educational achievement of looked after children as a group remains unacceptably low.

- 2.2 Part of discharging the duty on a day-to-day basis means that a local authority should do at least what any good parent would do to promote their child's educational aspirations and support their achievements and this includes ensuring that all looked after children of compulsory school age have an effective and high quality PEP. Wherever the child is placed, his/her social worker, supported by his/her manager, should take the lead to initiate a PEP, as part of the Care Plan, even where a looked after child or young person is without a school place.
- 2.3 The PEP is then reviewed each term, and a PEP meeting held at least once every six months, to ensure it fully meets the education needs of looked after children and helps them to achieve their full potential. The designated teacher for looked after children, which is a statutory role in schools, leads on how the PEP is used as a tool in school to make sure the child's progress towards education targets is monitored and additional resources agreed if required.

3 Council Performance

- 3.1 The Council's performance on PEP completion between September 2014 and July 2015 has shown an overall improvement from 51% in October 2014 to 71% at the end of July 2015. However, there have been points during the year when completion rates have dropped to 37% and the concern is that if children are not having their PEP reviewed in line with the statutory guidelines this may impact on their educational progress and attainment.

Table 1: Percentage of school age LAC with an up-to-date PEP

Sep 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Jul 15	YTD
N/A	51%	54%	58%	60%	62%	N/A	39%	37%	47%	71%	47%

- 3.2 The latest figures for performance on PEP completion shows a 14% point dip from 71% in July 2015 to 57% in September 2015. This may be accounted for by it being the start of the school year as figures from 2014 show a similar picture. The focus for the coming year will be to improve the rate of PEP completion to at least 90% and for this to be sustained.
- 3.3 Provisional exam results for looked after children in 2015 indicate an overall improvement, with 65% of pupils at the end of Key Stage 2 attaining at least the expected level 4 in reading, writing and maths, compared with 50% in 2014 and 28% of pupils attaining at least 5 GCSEs A*-C including English and maths compared with 21.6% in 2014. Both are above the national averages for 2014 which were 48% attaining level 4 at the end of Key Stage 2 in reading, writing and maths and 12% attaining 5 A*-Cs at GCSE, including English and maths.
- 3.4 The PEP is one of the ways that the Council, as corporate parent, can ensure that children and young people are continuing to make and exceed progress and while the PEP completion rate is an area for improvement, the consistent performance of Haringey Looked After Children above national average and on a rising trajectory is an indication that social workers are working with schools

to improve attainment. Haringey Social Care and the Virtual School will continue to work together to strengthen systems and practice to increase PEP quality and completion rate. The Virtual School also run a programme of activities throughout the year for children and foster carers with a strong focus on education, celebrating achievements and raising aspirations.

Table 2: Percentage of LAC with an up to date care plan or pathway plan

	2014/15	Apr 15	May 15	Jun 15	Jul 15	Aug 15
Percentage of LAC with an up to date care plan	67%	53%	49%	50%	54%	61%
Percentage of LAC aged over 16 with an up to date pathway plan	47%	22%	21%	20%	28%	27%

- 3.5 Performance data for care plans and pathway plans is also closely related to education performance. The target for completion is 90%. The data for 2014/15 is better than the data for the current year to date but both sets of data are unacceptably low. A weekly compliance and performance review meeting will meet to drive up the timeliness of these key meetings to meet the current target.
- 4 Recommendations:
- 4.1 Mosaic team to develop pop up reminders for Social Workers when PEP is due
- 4.2 Virtual School to offer 'surgery' sessions to Social Workers to assist with preparation for PEP meetings
- 4.3 Virtual School to circulate a snapshot of the Attainment Tracker data to support Social Workers to track progress of children and young people and inform discussions with schools
- 4.4 Virtual School to continue with training programme on PEPs and PPG, building on the successful roll out of Educational Guidance for LAC Training Tool to Social Workers and Designated Teachers.
- 4.5 Virtual School and Social Care to continue to ensure the voice of the child is an integral part of the PEP, following successful consultation prior to the development of the young people's PEP guide
- 4.6 Virtual School to continue with monthly PEP audits and liaise with social work teams to pick up emerging themes through training/seminars

- 4.7 Virtual School Head will join a weekly performance review chaired by the Head of Service for Children in Care, attended by the Service Manager Court teams and Young People in Care and the individual Team Managers to resolve compliance and performance issues and ensure PEPs are in place and up to date.
- 4.8 The weekly performance review will also resolve compliance and performance issues to ensure that care plans and pathway plans are in place and up to date. The meeting will analyse why PEPs, Care Plans and Pathway Plans are late and identify a plan to resolve the problem. These weekly meetings will in the first instance run for three months when the Head of Service will review whether these meetings have had a positive impact.